

**DRAFT UNTIL APPROVED**

**Board Retreat (Friday, September 30, 2016)**

Generated by Shelley R Shelton on Monday, October 3, 2016

**Members present**

Julie Rash, McKay Jensen, Jim Pettersson, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

**Staff present**

Keith Rittel, Superintendent; Gary Wilson, Assistant Supt., Stefanie Bryant, Business Administrator; Jason Cox, Executive Director of HR; Anne-Marie Harrison, Executive Director of Teaching & Learning; Alex Judd, Executive Director of Elementary Education; Todd McKee, Executive Director of Secondary Education; Shelley Shelton, Executive Assistant; Caleb Price, Communications & PR Coordinator; Chad Duncan, Technology Director; Rob Francom and Josh Espinoza, Technology; Devyn Dayley, Accounting Director; Morgan Anderson, Special Education Director;

**Guests:** Aaron Hixson and Ed Erickson, Hansen, Bradshaw, Malmrose and Erickson Certified Public Accountants; Rebecca Nielsen, Board candidate; elementary and secondary school principals

**Meeting called to order at 8:15 AM**

**A. 8:00 - 9:00 a.m. Executive Session for the purpose of discussing personnel. Utah Code 52.4.205**

**Procedural: 1. Welcome: President Julie Rash**

**B. Motion**

**Action: 1. Motion to Convene Executive Session**

I move we go into executive session for the purpose of discussing personnel.

Motion by Shannon Poulsen, second by Marsha Judkins.

Final Resolution: Motion Carries

Aye: Julie Rash, McKay Jensen, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Not Present at Vote: Jim Pettersson

**Procedural: 2. Roll Call**

**Members Present**

Julie Rash, McKay Jensen, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

**Excused**

Jim Pettersson

**Staff present**

Keith Rittel, Superintendent; Stefanie Bryant, Business Administrator

**Discussion: 3. Superintendent Evaluation Discussion**

**Discussion: 4. JROTC**

**C. Motion**

**Action: 1. Motion to Adjourn Executive Session**

I move we adjourn the executive session and move into the study session.

Motion by Marsha Judkins, second by Shannon Poulsen.

Final Resolution: Motion Carries

Aye: Julie Rash, McKay Jensen, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Not Present at Vote: Jim Pettersson

The executive session adjourned at 8:55 a.m.

**D. 9:00 a.m. Study Session**

**Procedural: 1. Welcome: Pres. Julie Rash**

Member Jim Pettersson arrived at 9:25 a.m.

## **Procedural: 2. Roll Call**

### **Discussion, Information: 3. 9:00 - 9:15 Sign Campaign: Caleb Price, Communications & PR Coordinator**

Caleb shared the proposed signs that will be printed and placed at each school within the next two weeks. All signs are based on "The Provo Way" concept and trying to identify what The Provo Way is. Council members and principals were given a list of words and asked to indicate which words best represented the district and The Provo Way. Once the top words were identified, Caleb and his department added a few words such as "cultivating" and "fostering," etc., and got Council feedback. The following eleven words/phrases were ultimately chosen:

1. Embracing Communication
2. Focusing on Students
3. Building Trust
4. Cultivating Transparency
5. Forwarding Innovation
6. Supporting Efficiency
7. Embracing Diversity
8. Supporting Collaboration
9. Fostering Achievement
10. Fostering Accountability
11. Nurturing Community

Thirty-one 4 ft. x 8ft. laminated, UV-protected and sealed signs will be printed to replace all previous signs. Each school will receive a sign featuring one of their three chosen phrase. The remaining signs will be placed in strategic locations around the district. Elementary school signs will be framed and hung three feet off the ground. The total cost of the signs, including framing, is approximately \$8500 and will come from the Communications & PR budget.

A few of the signs may be placed on school buses.

The Communications & PR department, Technology and district webmasters have begun work on the new district website.

- A survey was sent to parents and employees to determine preferences based on other district websites, both in and out of Utah.
- The reasoning behind the new website was supported by survey results.
- Webmasters are reviewing analytics.
- The next steps include mapping of website contents.
- Caleb and Chad will review analytics and submit a report to the Board.

### **Discussion, Information: 4. 9:15 - 9:35 Technology Updates: District Apps, Inventory, Google Fiber, Tech Dept. Move to Sunset View**

Chad reviewed the features of the district app. Sections of the app include:

- Alerts - Can be sent as an alert or as a notification, depending on the situation. Principals would be able to send alerts/notifications for their schools only.
- News Feed - New for selected school(s)
- Calendars - Calendar information for selected school(s)
- School Meals - Breakfast and lunch menus; pay for student meals
- Student Info - Parents can log in to PowerSchool to check their student's grades, etc.
- Policies - Online policy handbook
- My Schools - Select schools to access all above information for

Chad and Caleb will work on how to most effectively release the app for widespread use.

Inventory Update:

- The State had the district complete an inventory report that lists the following:
  - All school districts
  - Status of 1:1 student:device ratios per district
  - Types of devices
- Current PCSD inventory data is used for reports for principals that include
  - security/theft information, device life span, defining obsolescence and when devices will become obsolete, room location

Google Fiber:

- Fiber huts are located on seven school sites
  - Between Centennial and Hillside
  - Grandview
  - Westridge
  - Dixon
  - Amelia
  - Provo Peaks
  - Provost
- 21 schools sites are using 1GB
- 4 school sites using 10GB
- The plan is to move all schools to 10GB by the end of next summer, providing significant cost savings to the district

Review of proposed minimal changes to the old remaining portion of the Sunset View building to accommodate the technology department:

- Offices for webmasters and network engineers, electrical room for generators, training center, break room, help desk, additional restrooms, server room, warehouse
- The old library will be provisioning space for receiving new shipments
- Fencing will completely surround the building upon completion
- A security system with lighting will be installed

#### **Discussion, Information: 5. 9:35 - 9:50 Policy 4006 Student Travel: Supt. Keith Rittel**

Supt. Rittel reviewed Policy 4006 Student Travel with the board, highlighting the following items that need to be deleted/modified in the policy:

- "The board may be willing to approve ~~international and/or longer trips....~~"
  - Supt. Rittel and Business Administrator Stefanie Bryant will reword the statement to reflect the decision by Risk Management to not cover out of country travel.
  - Beginning in 2016-2017, out of country trips may still be taken but will not be associated with or supported by the district.
- Supt. Rittel commented on the number of complaints received from high school teachers regarding the number of students missing multiple classes during the year for trips, most often for music programs.
  - The same students are going to multiple trips during the year. It places a burden on teachers to provide meaningful activities to keep students up to date on what they will miss in class.
  - It was recommended data be gathered to determine which classes/programs take multiple trips during the year and the financial impact on families.
  - Following an analysis of the data, the board may decide to stipulate one trip per program per year as opposed to one trip per performing group.
  - Staff is seeking board direction/counsel pursuant to an additional discussion prior to the Feb. 2017 trip approvals.

Board feedback:

- Do we as a board want to arbitrarily make a decision and limit how many activities/opportunities students can participate in?
- The district should be in the opportunity business. Students can be involved in a program and not go on a trip. The expenditures for out of school opportunities doubles every three years for those in the top 30% of the income bracket for lessons, specialty coaches, etc. Expenditures in the bottom income brackets stay flat.
- Gather the data, look at the impact.
- Parents may feel obligated to come up with thousands of dollars to allow their children to go on multiple trips during the year. The financial impact on families needs to be taken into consideration.
  - Supt. Rittel: We need to have the discussion. If we decide to keep it open, we need to give the message to teachers and students about how to deal with it without students falling behind in classwork.
  - Staff will bring a recommendation to the board in December.

#### **Report: 7. 10:00 - 11:30: Audit & Draft CAFR Review: Devyn Dayley, Accounting Director (see attached)**

Ms. Dayley indicated the audit was successful with an "Unqualified Opinion," which is a good opinion.

## **Single Audit Finding: Schedule of Finding and Questioned Costs for FY16**

### **2016-1 Controls Over Cash Disbursements at Schools**

*Condition:* During the performance of the audit procedures relating to controls over cash disbursements at schools in the District, it was observed that controls were in place but not consistently followed by school administrators and staff.

*Criteria:* The District has policies and procedures over cash disbursements at each school where all expenditures are approved by the principal or assistant principal. During control testing across six schools with a total sample of 35 disbursements, accountants noted two disbursements without documented approval by an administrator. This finding is considered to be a significant deficiency in internal controls.

*Cause:* Having documented approval from an administrator for each disbursement is District policy. This is a similar finding to one noted during the fiscal years 2014 and 2015 audits and it was the District's response that these procedures would be reviewed with all principals in the District. While not the case at all schools, it appears that some schools have continued to disregard the importance of following District mandated policies and procedures.

*Effect or Potential Effect:* Not receiving and documenting proper approval for cash disbursement could lead to misappropriation of assets, either by error or fraud.

*Recommendation:* We recommend the district continue to communicate all policies and procedures over cash disbursements to school administrators and staff. The district should also consider alternate procedures for school-based cash disbursements.

*District's Response:* The district concurs. Elementary school principals and secretaries have been given consistent and adequate training on purchasing policies and procedures. District personnel have done regular reviews of school checking accounts, and have found issues at several schools, including those schools who were part of the cash audit this year. As such, district administration made the determination that all schools with reportable issues will have their school checking accounts closed. Those accounts were closed as of July 2016, with all financial transactions and reporting done with the district financial software. District personnel will continue to visit schools who still have checking accounts each month to verify policies and procedures are being followed. Schools have been notified that checking accounts will be closed immediately if issues are found.

- Principals are still approving expenditures, but it now goes through the Alio approval process. Alex and Devyn spoke with all elementary principals about the loss of checking accounts and how it would work.
- Comparison/trend: last year there were 45 disbursements with 23 more without approvals.
- Six checking accounts were pulled in June; two schools have requested their checking accounts be closed; two additional schools are considering closing their accounts. Devyn stated of all the schools with closed checking accounts, all financial secretaries but one have called Devyn to say how much they love processing transactions through Alio.

### **Schedule of Expenditures of Federal Awards for Year Ended June 30, 2016**

*Required by rotation to test the Child Nutrition program grant: National School Lunch Program and the School Breakfast Program*

General federal compliance requirements were tested for the year ended June 30, 2016 in the following areas:

- Budgetary Compliance
- Utah Retirement Systems
- School District Tax Levies
- Government Records Access Management Act (GRAMA)
- Fund Balance
- Restricted Taxes and Related Revenue
- Open and Public Meetings Act
- Conflicts of Interest
- Minimum School Program
- State Hospital for Youth Corrections
  - No issues were found in any area. Some minor verbal recommendations were made and changed on site.

### **Report in Accordance with the Utah State Compliance Audit Guide on Compliance with General State Compliance Requirements and Internal Control Over Compliance**

General state compliance requirements were tested for the year ended June 30, 2016 in the following areas:

- Budgetary Compliance
- Utah Retirement Systems
- School District Tax Levies
- Government Records Access Management Act (GRAMA)
- Fund Balance
- Restricted Taxes and Related Revenue
- Open and Public Meetings Act
- Conflicts of Interest
- Minimum School Program
- State Hospital for Youth Corrections
  - No issues were found in any area; an "Unmodified Opinion" was issued, which is the highest level of opinion that can be awarded.
  - Well designed controls are in place and followed.

## **FY 2016 Financial Report**

- Assets and Deferred Outflows of Resources
- Liabilities and Deferred Inflows of Resources
- Statement of Activities - revenue from bonds removed
- Net Pension Liability/Asset
- Governmental Funds - What is really happening
- Balance Sheet
- Fund Balance Categories
- \$1.5M transferred to fund balance
- Statement of Revenues, Expenditures and Changes in Fund Balance - all funds (income statement)
- Transfers out
- Debt Issuance
- Prior Period Adjustment
- General Fund 2-Year Comparison (Income statement)
- Property tax - up \$2M (growth)
- State Revenue
- Federal Revenue
- Expenses increased \$6.2M - eSchool,
- Local revenue increase \$560K - fluctuates every year
  - An "Unmodified Opinion" (highest opinion awarded) was issued on the financial report

Ms. Dayley reviewed the following with the Board:

- Management's Discussion and Analysis

## **Report: 8. 11:30 - 11:40 Child Nutrition: State Administrative Review (AR) Report: Laura Larsen, Child Nutrition Director**

The Utah State Office of Education Child Nutrition Programs is required to complete an Administrative Review (AR) for all Local Education Authorities (LEAs) participating in the National School Lunch Program.

This program review is known as the Administrative Review (AR) and monitors compliance with federal regulations. The AR is conducted once in a three-year cycle and consists of assessing the meal access and reimbursement system, nutritional quality and meal pattern, resource management (program finances), and general areas of the program. The purpose of the AR is to ensure program compliance, offer technical assistance and acknowledge the good things being done. The scope of the review assessed program compliance regarding the meal access and reimbursement system, nutritional quality and meal pattern, resource management (program finances), and general areas of the program.

The Utah State Office of Education Child Nutrition Programs is required to complete Seamless Summer Option (SSO) Reviews in conjunction with the Administrative Review (AR) for all Local Education Authorities (LEAs) participating in the National School Lunch Program. The SSO Review is conducted either the summer before or the summer following the AR. The SSO Review consists of assessing the meal access and reimbursement system,

nutritional quality and meal pattern, and general areas of the program.

Ms. Larsen indicated the Administrative Review went well, with no findings. She highlighted the following aspects of the PCSD Child Nutrition program:

- Approximately 6,000 lunches and 1,500 breakfasts are served per day.
- All cooking is done from scratch for high quality and nutritional value of meals.
- Provo's program is viewed as the model for districts around the country and has received a number of local and national recognition. Districts from other states are contacting Laura for help in getting their programs up to par.
- Working to raise student lunch participation, which is currently about 48%, through marketing and live streaming feeds.
- Bill Seidel looks for nutritious menus and the department modifies them to match district nutritional requirements using NutriKids food service management software. All PCSD recipes are shared online for other districts to use.
- Grant Brummer handles the free/reduced program; F/R rate is about 47%.
- Child Nutrition is thinking about having a food truck with district meals.
- Theme last year and this year is yoga. Child Nutrition Go to schools on rotating basis.
- Added professional chefs and aeroponic indoor gardens as part of Classroom on Wheels.

Items noted in the review included:

- .25 ounce shortage of grain for the week at an elementary school and .5 ounce shortage at one high school
- .5 ounce shortage of meat for the week at a high school
- Oranges were sliced; if kids didn't take enough slices they didn't get the required 1/2 cup
- Missing breakfast menu at one middle school
- Suggestions or recommendations
- Technical assistance items
- Corrective action items
  - Wording in letter regarding free and reduced needed to be changed to "...must be filed within ten (10) **calendar** days..." rather than "...ten (10) days."
  - Wording in letter regarding free and reduced needed to be changed to "change of benefits after ten (10) **operating** days..." rather than "...ten (10) days."
  - One application was missing an adult signature.
  - One application was miscategorized.

Commendations:

- Franklin Elementary executed a great back up system for lunch service when the electricity went out.
- FFVP service was seamless and presentation was wonderful.
- Provo School District offers a good variety with the number of menu options for students.
- Program documents, records, and information was well organized and the district was prepared for the review.
- All management and staff were helpful and had great rapport with students.
- HACCP was executed as laid out by each site.

#### **Discussion, Information: 9. 11:40 - 12:00 Dealing with ARL/APT Staffing: Jason Cox, Exec Director of HR**

- APT - Academic Pathway to Teaching - There wasn't a lot of information to districts from the state prior to the roll out of the APT program, and not much definition of what would be required to get someone through the program. The State board passed the program and made it rule, then they wrote a letter to current ARL candidates stating that they might want to go the APT route. That caused ARL teachers statewide to ask their HR departments if they should change from an ARL to an APT, even though districts were not sure what the requirements would be. PCSD HR responded and told ARL teachers that they were hired under the ARL system, and the expectation would be that they would continue on the ARL path.
  - The state's reasoning for implementing the APT program is that rural districts have difficulties getting enough people in the teaching profession. The problem is that school districts don't feel comfortable saying they'll work with people to get a license, making the APT more LEA specific. Other districts may not hire those who went the APT route in another district.
  - District HR Directors met about two weeks ago and began asking each other questions: Are you doing this? How are you doing it? What are your thoughts about it? Of the forty districts represented, two districts had an established APT program. Both districts are close to Weber State, which liked the APT idea so much that they wrote an APT program and delivered it to surrounding districts. Weber State would give districts a one-year grant, and teachers would need to complete eleven courses in a year. Following the completion of the grant, the cost would come back to the districts.
- ARL - Alternative Route to Licensure - Candidates have a bachelor's degree and go back to school to get education classes. Usually need to complete nine courses to certify and have three years to complete. Candidates are able to

teach while completing courses. Certification is good throughout the state. PCSD currently has 47 ARL teachers in the system.

- Not many people in PCSD are doing APT yet. Jason is working with legal counsel Joan Andrews to draft a policy to attach criteria to different types of licensing. HR would then need to collaborate with BYU/UVU to draft procedures specifying how to go about having them take the actual courses we require to get them certified.
- Why would we need both programs? - There are certain CTE courses that are very job specific where there is no Praxis test offered by the state, such as for computer engineering. In those cases the district could opt to work with the state to offer an APT route to help candidates become certified.
- The difference between the ARL and APT is the time frame and number of required courses. Requirements for both ARL and APT are variable depending on acceptance of current college credits.

#### **Discussion: 11. 12:30 - 1:00 Duncan RDA/Proposed PlumTree CDA: Next Steps**

Business Administrator Stefanie Bryant reviewed the background of the proposed RDA and CDA. Talking points included:

- State law requires the Board of Education to approve or reject any proposed tax increment on RDA/CDA proposed by local municipalities.
- The Provo City Redevelopment Agency has brought forth 2 proposed CDAs. Duncan Aviation CDA has been in process for some time. Duncan Aviation is now ready to begin working on an inter-local agreement for the proposed tax increment. District administration is requesting the Board determine if they are in support of this particular CDA and therefore ready to move forward with the approval process. The Mix (developer) has also brought to the Board a proposal for development of the Plum Tree Center on University Parkway. The CDA request is the latest request to be brought to the Board, at this time discussion as to the Board's interest in possibly supporting the CDA is all that is requested.
- Information regarding the Duncan tax increment and a draft inter-local agreement was attached for board review. Preliminary information for the Plum Tree proposal and Board Policy 1940 regarding tax increment were also attached for board review.
- To facilitate the next steps, the Board of Education is asked to provide the Business Administrator direction.
- With the current numbers provided by the City for Duncan Aviation, PlumTree and Freedom Plaza, board support of all three projects would exceed the 5% contribution cap as outlined in Policy 1940 Board Guidelines on Tax Increment Financing. However, by the time the City gets to some of these projects, the district's tax revenue would have increased enough that the contribution level for all three projects might be right at 5%.
- The Board needs to decide what they want to support and the level of support. Additional negotiations with the City may be necessary. The board is supportive of the Duncan RDA; formal action in a board meeting is now required.

Board feedback:

- Policy 1940 states, "The Board will support no project for which Provo City is not equally committed in terms/participation." The district receiving 75% of its tax revenue and the City receiving 75% of their tax revenue is not "equal" in participation. To support a project like PlumTree Plaza, it benefits new businesses coming to Provo at the expense of businesses that have been in Provo for years and didn't receive tax increment financing help from the district. The benefit to the district as opposed to the benefit to the city and county should be evaluated. To contribute what's being proposed, the district would be giving .5% of the overall annual budget to the tax increment. The city would contribute .0008% of their overall budget. The benefit to the city would be much greater than the benefit to the district.
- The city has wiggle room in getting the Duncan deal done and should pay more of what Duncan is asking for. The city's participation should be monetary rather than a percentage.
- Keith: The district is giving much more to these projects than the city is, regardless of the deal. If the board gives approval for the Duncan RDA, it becomes a bargaining point when discussing additional RDAs.
- Let the city know we're approaching a cap so they can prioritize what they come to the board for in the future.

#### **Report: 12. 1:30 - 2:30 SAGE Report: Ron Twitchell, Director of Assessment, Data & Research**

Dr. Ron Twitchell, Director of Assessment, Data & Research, reviewed the results of the 2015-2016 SAGE testing with the board. Points of discussion included the following:

- SAGE English Language Arts (ELA) 3-year comparison to state and other districts
- SAGE Math 3-year comparison to state and other districts
- SAGE Science 3-year comparison to state and other districts
- State-wide SAGE 2-year comparison
- District-wide SAGE 2-year comparison
- e-School SAGE results
- Elementary and secondary school proficiency results

- SAGE opt-out numbers

#### Board Comments:

- How is the SAGE helpful to the district?
  - Many teachers are using the SAGE for their measurement of Student Learning Outcomes (SLO).
  - Students are taking practice tests and teachers are getting better data.
- Based on comments that the SAGE is helpful, how are we recovering those students who opt-out so we can help them as well?
  - We haven't heard anything about that from the state level.
  - The opt-out applies to all other assessments besides the SAGE; parents can opt-out of the ACT, DIBELS and the Civics test required for graduation.

Member Michelle Kaufusi arrived at 1:30 p.m.

#### Principal feedback:

- Fidel Montero, Timpview Principal, sat down with his faculty to evaluate the test results. 4% of students with an IEP are reading on grade level. Opening up conversations. Met with Gaye to discuss what they've done at CMS. He expressed appreciation for the strong collaborative culture in the district.
- Jill Franklin, Spring Creek Principal, stated that Spring Creek is a highly impacted Title I school, and as such she looks at the student performance growth, which was 70%+ for students on all levels. Appropriate yearly growth is 40%. That was very good feedback and very encouraging to teachers since it's difficult for Title I schools to compete based solely on proficiency scores.
- Gaye Gibbs, Centennial Principle, added the SAGE is one data point, but when compared with additional rigorous common assessments they're using, the SAGE results are "spot on" with what the other assessments are indicating. We have to prepare for what the legislators give us; it impacts everyone.
- Doug Finch, Edgemont Principle, stated the SAGE is comparable to outcomes the ACT asks for and is aligned with national standards. He has much more confidence in the SAGE system than he had in the CRT system. It's more sophisticated with better science than what was used in the past. The adaptive testing is a better way to find out where a student really scores rather than just a flat achievement score.
- Becky Thomas, Westridge Principle, indicated she's able to sit with teachers and evaluate how their current students performed in previous years, looking for any achievement holes. Those holes allow the teacher to target instruction based on what students need this year.
- Karen Brown, Provo High Principal, indicated when she compares her ACT report with the SAGE results for the cohort of 11<sup>th</sup> grade students, the scores of those students, who took both tests, are vastly different. Students performed well on the 2015-2016 ACT but didn't perform as well on the SAGE. Contributing factors to the overall lower SAGE results could be the number of students opting-out, and the higher level of interest in performing well on the ACT.
  - Keith: The district is in agreement with the direction of the state to move the high schools to the ACT only, beginning with the current cohort of 11<sup>th</sup> graders.
  - Regarding the SAGE, even if it isn't the perfect kind of assessment, but whatever assessment you use, if you have the same one for multiple years, you can actually track growth using those measurements and those metrics. The challenge is, every time the state changes it, we don't know where we are; it throws everything into confusion.

#### **Report: 13. 2:30 - 3:30 2016-2017 Startup Reports: District Office Departments:**

##### ***Anne-Marie Harrison, Executive Director of Teaching & Learning***

##### **Beginning of Year Professional Development**

Ms. Harrison explained the Board had agreed to allow the conversion of three regular days to professional development days for a total of four full days for professional development days. Benefits include:

- Principals have the time they need for their building professional development in order to implement their School Improvement Plans.
- Teachers have time during the middle of the day to collaborate.
- Teachers select from a menu of courses and classes for the afternoon session.

The recent professional development survey results were reviewed. Survey topics included:

- Rate how beneficial each professional development session was
  - Morning: Principal led



- Mid-morning: PLC led
- Afternoon: Selected course/class (approximately 900 teachers attended)
  - Book club - Facilitator-led book discussion i.e., John Hattie's *Visible Learning for Teachers*; Ken O'Connor's *Repair Kit for Grading*, etc.
  - Courses: District and/or state credit for a series of four classes
  - One-time presentation workshops
- Ratings for menu-based learning (p.m. session). The vast majority of respondents indicated they "Agreed" or "Strongly Agreed" with each of the following statements:
  - The course catalog provided accurate information and was easy to navigate
  - The registration process was clear and easy to navigate
  - I was more engaged in this PD session because I was able to choose
  - The presenter was well prepared and provided opportunities to engage in the topic during the session
  - The content of the course was relevant to my job and I gained ideas for implementation
- How will your teaching change as a result of today's class? (p.m. session)
  - Teachers supplied a variety of answers

Ms. Harrison was happy to report a very high percentage of responses indicated teachers felt the afternoon session was "Extremely beneficial" or "Beneficial". Teachers were very happy with being able to have a voice in the professional development they received based on their particular needs and/or interests.

Appreciation was expressed for Supt. Rittel's vision of a menu-based professional development approach and for the board allowing the district to have this extra time for professional development. Teachers valued it and the Teaching & Learning Department will continue to get survey data after each successive PD event to make them even better and focused on teachers' needs.

Supt. Rittel commented that it's very unusual to get a majority of comments after professional development that are favorable, let alone the overwhelming percentage of positive responses gathered from the survey.

Board member questions/comments:

- How will Anne-Marie's department monitor the implementation of the ideas teachers received in the workshop?
  - Those attending the classes are required to complete a cumulative project at the conclusion of the course. The person leading the class will have interactions with the participants over time.
  - Principals were asked to ask their teachers to sign up for classes and sessions that they (teachers) identified in their growth plan that would help them increase their proficiency and their ratings. Teachers do a pre-assessment of themselves prior to their evaluation by the principal. During the evaluation, principals will be able to follow up with the teacher by discussing the PD classes they attended and their implementation of ideas received.
  - During the survey teachers were asked for specifics on how what they learned will change their teaching practice.
  - Instructional coaches also teach some of the courses, following up by visiting each teacher who attended their courses.
- What did we do before that makes this so innovative?
  - Keith: Usually PD is something that's done *to* people and not *for* them. There was no follow through.
  - Anne-Marie: Having sufficient time (four full days) dedicated to professional development without students in school is a big issue. Teachers being able to self-select their PD to meet their needs is innovative.

**Dr. Todd McKee, Executive Director of Secondary Education**  
Secondary Update

Dr. McKee shared the following information as part of the secondary schools update:

- 2015-2016 District ACT Scores as compared to College and Career Ready (CCR) Benchmarks
- 2015-2016 Secondary SAGE proficiency percentages as compared to other schools with similar demographics
- School grades before/after the scoring calibration was changed by the state
  - Centennial - A/A
  - Dixon - B/B
  - Provo High - C/C
  - Timpview - A/B
- 2016-2017 Secondary Initiatives
  - Graduation Committee
  - School Start Time Study Committee
  - Secondary ELL Model

- Intervention Time/9th Grade Mentoring
- Positive Behavior Intervention & Support (PBIS)
- JROTC Program
- Arena Scheduling
- Middle School Academic Standards Policy
- Failure to Thrive Policy
  - Once students reach the age of 16, if they have, for all intents and purposes given up on school - not trying, not coming - the district has the ability to look at other ways to help them.
    - They would automatically be enrolled in Adult Ed.
    - Ways to help the student engage and increase understanding that the student's next step needs to be one that will get them where they need to be would be explored. Options include Job Corp.
    - All students will have already been through numerous processes up that point geared toward keeping the engaged with school. Even if students have only 1 credit their senior year, efforts would be made to assist them in getting the remainder of the required credits in 12<sup>th</sup> grade.
    - In the absence of a student's willingness to engage, the district would then look at other solutions besides K-12 education.
    - The Board would make the final decision on the next steps for the student.

Member McKay Jensen was excused at 3:40 p.m.

Board member questions/comments:

- Does Todd agree with the direction of the state to only use ACT?
  - Todd: As addressed by the principals earlier, we can't rely on just one data point. The more data we use, the clearer the picture becomes. While the SAGE was rough getting off the ground, it does provide a nice piece of the overall picture. The ACT has its shortcomings as well as far as measurement. It's designed specifically for college admission decisions. They don't want to see lots of kids clumped together around a single score; they want them spread out. It makes it easier for colleges to determine what the cut point is. All of it is good for the overall picture, but both tests have their challenges.

**Jason Cox, Executive Director of Human Resources**

FTEs

- FTE Allocations
  - Elementary class size goal - 26.5
  - Elementary class size average - 27.5
  - Secondary class size goal - 28.5
  - Secondary class size average - 27.96
  - Adjustments of FTE managed the first 10 days of school
  - Current district enrollment - 14,337 without e-School; 18,036 with e-School
- Student enrollment by school
- FTE Request Detail by School
- Teacher Retention Factors
  - Lower class sizes
  - Highest negotiated increase in Utah County
  - Positive climate with employee groups
  - New professional development system
  - Licensing support for teachers
  - Responsive Human Resources department

**Alex Judd, Executive Director of Elementary Education**

Elementary Update

- School grades: Unmodified Grade/Modified Grade by the State following the recalibration of scoring
  - Amelia Earhart - B/B
  - Canyon Crest - A/B
  - Edgemont - A/A
  - Franklin - C/D
  - Lakeview - A/A
  - Provo Peaks - A/B

- Provost - A/B
  - Rock Canyon - A/B
  - Spring Creek - A/B
  - Sunset View - C/C
  - Timpanogos - B/C
  - Wasatch - A/B
  - Westridge - B/B
- Language Arts, Math & Science SAGE results by school
- School Supports
  - School Improvement Plans (SIPs)
  - Interim Assessments for Math
  - DIBELS Progress Monitoring
  - Monthly Principal Follow-up
- Positive Behavior Interventions & Support (PBIS)
  - All social workers in Provo City School District are trained in PBIS
  - Every elementary school is implementing components of PBIS and most are starting School-Wide Positive Behavior Interventions and Support (SW-PBIS)
  - Kathy Hansen, Provo City School District Behavioral Coach, supports schools and classrooms and with SW-PBIS plans and instruction.
- Preschool
  - Three Title I Preschools
    - Provo Peaks (*not* Sunrise Preschool)
    - Spring Creek
    - Franklin
  - Current enrollment of 110 students with a few spots open for students with greatest need
  - Collaboration with Special Education and placement
  - Working with the state-funded online school Upstart, Mountainland Head Start and PCSD Sunrise Preschool

**Gary Wilson, Assistant Superintendent & Executive Director of Student Services**

Dual Language Immersion Update

- The district is ready to take over the process of enrolling students in Dual Language Immersion classes.
- Parents will complete registration through Student Services rather than through the schools.
- The process is currently being field-tested; it's anticipated it will be ready for roll-out in mid-February.

**Math Instruction**

- Gary, Anne-Marie and Alex have been working hard in the area of math. They're working hard to raise the rigor.
- High school teachers are reporting students coming up have good computation skills but poor thinking skills. They know how to plug the numbers into equations but don't know the math behind the equations, leaving them unprepared for the required higher level thinking.
- Gary with working with Timpview math teacher Carla Johnson on a plan to help teachers understand how to teach students with lower math skills to get them up to where they should be.

**Non-Discrimination**

- The Non-Discrimination policy is a piece to have in place so there is a policy.
- The district received a Native American grant. In conjunction with the grant a member of the Native American community is meeting with select teachers from each school monthly to discuss how to help all students and teachers better understand the Native American culture.
- The activity will culminate in a large powwow event in May (date TBD) at Grandview to help students understand the purpose of the Native American powwow. All schools will be invited to participate.

**E. Adjourn**

**Action: 1. Motion to Adjourn**

I move we adjourn the study session.

Motion by Marsha Judkins, second by Jim Pettersson.

Final Resolution: Motion Carries

Aye: Julie Rash, Jim Pettersson, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Not Present at Vote: McKay Jensen

The study session was adjourned at 3:56 p.m.